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Are You Ready for Computer Based Testing?

By: Vicki Bauer, State Adult Education Director

It's almost time to close the 2002 paper/pencil GED® test series. It doesn't seem possible that 12 years ago many of us were wondering about how the two parts of the math test and introduction of the FX260 calculator would work for our students. And, to many, sending the tests away to Oklahoma Scoring Service (OSS) for scoring was very difficult to accept. But, all turned out well and here we are getting ready for GED® 2014... talk about changes...did someone say COMPUTERS?

The computer part has some staff as well as some students a little worried. An excellent resource for both staff and students is a computer tutorial that is available at: www.gedtestingservice.com/testers/test-on-computer—tutorials

You can view the 38-screen lesson on the internet or download a MAC or PC version to view at a later time.

The computer actions/keys that an examinee needs in order to take the CBT GED® is included in the tutorial. It is essential that the examinee knows how to utilize the following:

- How to answer a multiple-choice question on the CBT
- The information button and windows
- Scroll bar
- Keys used on the keyboard

- Set-based questions for both a divided screen and a separate screen
- Math resources, including the formula page and calculator directions
- Directions for answering coordinate plane grid questions
- Short answer questions
- Instructions and practice opportunity for the essay, including: how to move or copy words; how to undo and redo edits; and practice typing and editing an essay
- Test tracking tools, including test time remaining and test progress, which indicates what question you are on and how many questions are on the test
- How to flag a question for review at the end of the test

Also at this web address are tutorials for creating an account, and for registering and scheduling a test. If you anticipate helping your students with these steps to testing, these tutorials will be helpful to you as well.

The best part is that these tutorials are **free!** There are many resources for teachers on the website. More are added all the time.....check out: www.gedtesting.service.com/educators/home. You can download and take 2 of the 4 official GED® practice tests for 2014!

Check NDE's Adult Education website for "last dates" that current GED® examinees can register and test in 2013. The dates are listed individually by testing center. Contact information is also available.

Testing centers close for holiday breaks toward the end of December; so examinees can't plan to wait until December 31, 2013 to test. http://www.education.ne.gov/ADED/pdfs/Nebraska_GED_Testing_Centers.pdf

Final Dates

2014-2015 GED® Pricing Structure & Retest Policy

From: Nicole Chestang, Executive Vice President, GED® Testing Service

For 2014 and 2015, the price for the entire GED® battery will remain at \$120 or \$30 per test module.

The \$120 includes \$40 of compensation that is paid directly to test centers. These prices apply in all jurisdictions. For 2014, GED® is replacing the Second Shot program with a much broader program.

Effective January 1, 2014, GED® Testing Service will be offering to waive 100% of the fees (excluding testing center fees and state fees) for up to two retakes per failed content area, providing those retakes occur within 12 calendar months.

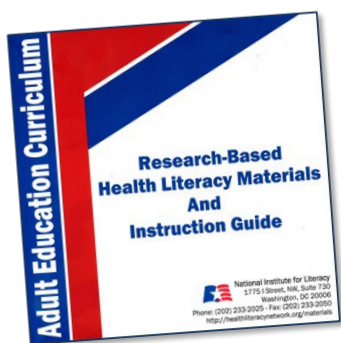
Because GED® has built a program that has the learner at its heart, they

continue to look for opportunities to provide greater benefits for adult learners and this retest policy reflects that.

You should expect to see GED® continuing to evaluate all parts of the program to ensure that the people served, adult learners, reap the greatest benefits.

Talking to Health Care Professionals

By: Jim Lukesh, State Adult Education Coordinator



In previous issues of the *Nebraska AE News*, I've presented synopses of chapters from the *Research-Based Health Literacy Materials and Instruction Guide*.

Health Unit: Section 9 Talking to Health Professionals

Section 9 of the Health Unit begins with a reading passage through which your students can not only gain needed information, but also hone their reading skills as well as public speaking.

The passage begins with a pre-reading discussion question: Do you always understand everything the doctor tells you? What do you do if you do not understand?

As one who has almost never returned from a doctor's appointment without his wife reminding him of the

many questions he was supposed to (and forgot to) ask, I can only imagine the difficulty if the health professional is speaking in, what to me is, a second language.

The reading passage begins with the statement: To make good health decisions, you need to know how to talk with health professionals about your health needs.

The passage then continues: Health professionals are not the only ones who can ask questions. **You** can also ask questions! If you don't ask questions, a health professional may think you understand everything that was said.

You can write down your questions before your visit. List the most important questions first to make sure they get asked and answered. Let the health professional know if you need more time.

The passage then gives examples of questions that can be asked:

- Can you give me more information about my problem?
- Can you show me a picture?
- I don't want to be sick like this again. What can I do to prevent it?
- What does this medication do?

- Can I have an interpreter? I don't speak English.
- How can I pay for my office visit?

The last bit of advice given to the student is: You may want to write down what the health professional tells you. You may want to take a friend with you to help you ask questions.

The above is another example of a portion of a unit from the *Research-Based Health Literacy Materials and Instruction Guide* that is available through your program.

If you have seen the materials, you will know what I am talking about as it is a red, white, and blue notebook which is about eight inches thick and has Health Literacy Curriculum printed on the spine. If you are not into weightlifting, you can find the materials online <http://lincs.ed.gov/health/health>

When you navigate to the page, you will find a link to download the materials. There are zip files for each section which are a series of PDFs. Whether you choose to exercise your fingers on the keyboard or your biceps by toting the book, these are great materials and the price is right!



A coat was lost and found at the Kearney ABE Conference in October.
Contact Jim with a description to claim it: jim.lukesh@nebraska.gov

2014 GED® Program

Nebraska's Economic Snapshot—Middle Skills Job Crisis

From: <http://www.gedtestingervice.com/uploads/files/a8032113333a7ba87679b722b424bf2e.pdf>



We're facing a national crisis. In the US today, there are nearly 4 million unfilled jobs because

there aren't enough qualified candidates in the workforce.

Most of these jobs require some college or training beyond high school. However, millions of adults don't even have high school diplomas and they lack the skills and knowledge necessary to succeed in today's job market.

Each year, these individuals cost state and local governments \$1.8 billion in lost tax revenue. We need to give these adults and their families a fighting chance. What does this mean for Nebraska?

Right now, there are more than 163,000 high school dropouts in Nebraska—that's more than 9.9 percent of the state's population.

Individuals who don't graduate from high school cost state and local economies billions of dollars.

If half of the students who dropped out of Nebraska high schools in 2010 earned their diploma, over the course of their lifetime, they would contribute to the state's economy:

- \$1.6 million in state tax revenue
- \$2.8 million in auto sales
- \$13 million in spending
- \$17 million in earnings
- \$26 million in homes sales
- \$21 million in gross state product

A Nebraska high school graduate, on the average, earns \$5,423 more per year than a high school dropout. Apply that to the 163,000 Nebraskans without a high school diploma, and that adds up to \$886 million in lost wages.

That's \$886 million each year that isn't being spent by consumers, isn't being made by businesses, and isn't being taxed.

Who does this effect?

A lack of education touches Nebraskans across genders and ethnic backgrounds. When examining which segments of Nebraskans lack a high school diploma, we find:

Individuals without a high school diploma by race:

- 6.7% of Whites
- 17.6% of Blacks
- 47.6% of Hispanics
- 14.6% of Asians
- 14.4% of American Indians/Alaskan Natives

Individuals without a high school diploma by gender:
10.9% Males 8.9% Females

How can the 2014 GED® program help?

A lack of adequate education and training often keeps these individuals from gaining meaningful employment that will enable them to support their families. Jobs are available, but many Nebraskans lack the skills to qualify for them.

The 2014 GED® program offers the **only** high school equivalency test aligned to today's leading education standards.

The new GED® test is more rigorous and measures what today's employers say they need in the workforce.

Three State Conference Attendees Win Trip to COABE



Left to Right: Yolanda Gomez, Judy Ellingson, Thomas Schulte, Susan Johnston, Donna Fisher, Regina McCann

Once again this year three participants in the Fall Conference were winners of a trip to the Commission on Adult Basic Education (COABE) conference. The 2014 COABE Conference, Forging the Future, Building Bridges in the Steel City, will be held at the Westin Convention Center in Pittsburgh from March 16 to March 20, 2014.

Winners of the drawing were Judy Ellingson of Southeast Community College in Lincoln, Yolanda Gomez, also of Southeast Community College in Lincoln, and Regina McCann of Central Community College in Grand Island. Three alternate winners were drawn in case the prize winners are unable to attend.

The alternates are Thomas Schulte of the Literacy Center of the Midlands, Susan Johnston of Southeast Community College-Lincoln, and Donna Fisher of Central Community College in Grand Island. Congratulations!

2013 Nebraska Adult Education Conference a Success!

By: Jim Lukesh, State Adult Education Consultant

Over 180 educators convened at the Holiday Inn of Kearney for the annual Nebraska Adult Education Fall Conference October 9-10.

Dr. JoAnne Owens-Nauslar of Geo-Motion Group, Inc. got the conference off to a high-energy start with her keynote address which stressed taking care of yourself in order to take care of others.

Dr. Jo, a self-professed Wyoming cowgirl at heart and, in her words, past president of just about everything, encouraged the group to be concerned with the whole package – motivation, energy, health enhancement, physical fitness, and brain development. A standing-room-only crowd at a later concurrent session would indicate that the attendees were inspired by the keynote.

The rest of Conference's first day was devoted to concurrent sessions. Attendees chose from 30 sessions on a variety of topics: A Whole New World of Math, USA Learns, Prison to Life Transition, I-Pathways, Learning from Jeopardy, Gang Symbols, TABE Online and several others.

The morning on Friday was spent attending Focus Sessions and again the attendees had three excellent session choices: Emerging Technologies in the Adult Education Classroom, presented by Nell Eckersley of

the Literacy Assistance Center in New York City; Introducing the 2014 GED® Program by Dr. David Deggs of the GED® Testing Service in Washington, DC.; and USA Learns! Bringing Distance Education to ESL presented by Ryan Hinz of Crete Public Schools and Melinda Holt of the Sacramento County Office of Education.



Dr. David Deggs
GED® Testing Service

Any of the focus group sessions could easily headline at a national convention (some of them did) and the concurrent sessions were of equally high quality.

The real stars of the conference, however, were the attendees who took advantage of the professional development opportunities and once again impressed this observer with their attendance, promptness and attention to the presenters and the



Masters of Ceremonies
Ryan Hinz, Crete Public Schools
Marilyn Dodge, WNCC

many fine vendors.

The late day sessions at the ABE Conference are always as well-attended at the opening sessions and that does not happen at a lot of conferences. Now we are all confident the attendees will return to their programs to maintain the momentum that is developing.

The conference ended with a general session that included prize drawings and a salute to State Director Vicki Bauer who received the Distinguished Service Award at the GEDTS National Conference in Baltimore earlier this summer.

Fall Conference XXXIII is scheduled for October 2-3, 2014 in Kearney. Mark your calendars. Be prepared to continue the tradition of excellence.

New GED® Calculator Makes Debut



With the coming of the new GED® Test comes a new calculator for the process: The Texas Instruments TI-30XS. The new calculator does all of the things the old Casio fx-260 did and more! Those who attended the GED® Training Conference held in June at the Holiday Inn at Kearney were given one of the new calculators and had an extensive training session in the use thereof.

The calculators were also made available at the State Fall Conference to those who attended the session, Math: A Whole New World, presented by Tammie Gitschel of WNCC. A teacher's guide with 132 pages plus appendices is available to instruct you on everything you could ever want to know about the TI-30XS and then some.

An online tutorial is available: <http://movies.atomiclearning.com/k12/ti30xs>. Free classroom activities are available at education.ti.com/exchange.

Attention Nebraska Adult Educators: Update Your Outlook!

By: Ann Chambers, AE Director—Central Community College

Adult Education has seen many changes in the past few years. We have been asked to do more with less, including even the sequestration reduction of funds.

We have performance measures to meet with students who are different from those we worked with in the past and we're implementing a very new CBT GED® program.

Some of these changes are stress-inducing even though they're a good thing—computer-based GED® testing will be a great opportunity for us to prove that our students have what it takes.

All of these changes can cause anxiety, extra work and unhappiness or we can take this chance to update our outlooks. Dr. JoAnne Owens-Nauslar of GeoMotion Group, Inc. fired us up at our 32nd annual Adult Education Conference in Kearney.

Those who attended her opening session and concurrent session understand the term, “fired us up.”

Those who didn't attend should ask a fellow Adult Education coworker about her sessions. In a nutshell, she told us to start every day with and I'm paraphrasing here) “Good

morning sexy—don't you die today because you have things to do!” That will get our day started in a lively mood!

She went on to tell us that moving every 17 minutes is essential to keeping ourselves and our students engaged in the subject matter.

In her concurrent session, she was asked about adults from cultures that don't believe in dance. She advised us to never use the word dance; instead we should call it “meaningful movement.”

It can be as simple as stepping on a clock mat on the floor to learn to tell time or tapping our hand on a table for students to feel the rhythm when learning.

JoAnn recommends several books to keep us on our high energy track, including:

The Energy Bus-10 Rules to Fuel Your Life, Work and Team with Positive Energy by Jon Gordon

Well-Being—The Five Essential Elements by Tom Rath and James K. Harter

Spark: The Revolutionary New



Dr. JoAnn Owens-Nauslar

Science of Exercise and the Brain
by John Ratey & Eric Hagerman

Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School by John Medina

Generation iY: Our Last Chance to Save Their Future by Tim Elmore and Dan Cathy

JoAnne suggested we always have a takeaway and a giveaway in life. My takeaway from JoAnne is to move more and to allow our students to move more.

My giveaway: I'm sharing the “meaningful movement” idea with family, friends and neighbors. Now let's all get moving!

Get Schooled on the 2014 GED® Program



The 2014 GED® program is designed to help students prepare for life after the GED® test and transition to careers or post-secondary opportunities.

At the heart of the program is the new GED® test, completely redesigned from the ground up, to measure the skills and knowledge that employers and colleges say they need.

But are you prepared to help your students in 2014? Now is the time to make sure you are. *The Teacher's Guide* is a self-paced, eight-week program to help busy educators organize and apply the wealth of knowledge available about the 2014 GED® test. Take a moment today to **download the Teacher's Guide**, and make time in your schedule to work through this valuable resource.

Introducing More Apple and Android Apps for Education

By: Jim Lukesh, State AE Consultant — jim.lukesh@nebraska.gov

Excerpts taken from eSchool News, April 26, 2013. For the full article, see eSchool News for April 26, 2013. The apps listed in this article do not imply any endorsement by the Nebraska Department of Education.



The last issue of *AE News* contained some highly rated apps, both by educators and by parents. Here are a few more. Each app listed includes a brief description, device compatibility, suggested use, features, and price.

See. Touch. Learn is a free picture card learning system that replaces all your physical flash cards. Designed by professionals specifically for those with autism and other special needs. Used by SLP's, BCBA's, Teachers, and Parents to provide custom picture card instruction. Winner of numerous awards. Includes a starter set of high-quality images and 60 exercises created by a certified assistant behavior analyst.

Additional libraries with over 4,400 additional images and lessons are available for purchase from within the app. Now you can access the Brain Parade® Community with thousands of lessons shared by others.

Best for: Compatible with iPad. Requires iOS 5.1 or later.

SlateMath for Kids is a free iPad app that develops mathematical intuition and skills through playful interaction. The app's 30 activities prepare children for kindergarten and first grade math. SlateMath forms the foundation of numbers, digit writing, counting, addition, order relation, patterns, parity and problem solving.

Topics follow the common core state standard. SlateMath's award winning technology was developed from the ground up for the iPad. The SlateMath pedagogy is crafted by early-age math education experts, and is based on many years of experience and research. Endorsed by math teachers around the world.

Best for: Compatible with iPad. Requires iOS 4.3 or later.

Springpad can help you save anything from all your devices so you can be more organized and productive. Use this free app to save ideas, notes, checklists, project tasks, photos, products, movies. Springpad then enhances them with relevant suggestions so you can get what you need, when and where you need it.

Bookmark sites for reading later—never forget an important article or book. Follow trusted experts and others to be on top of trends and useful tips. Build your personal to-do list with reminder alerts. Collaborate with co-workers on a project with notes, videos, links and tasks. Show pictures and videos to your family to collect and comment on captions.

Best for: Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.3 or later. This app is optimized for iPhone 5; Requires Android 2.2 and up.

Wonders of the Universe is a mind-blowing 3D tour of the Universe with Professor Brian Cox as your guide. For \$5.99, take a journey up from the smallest particles, past the moons and planets of the Solar System, out through the Oort Cloud to the Milky Way, past our local stars and out to distant galaxies before arriving, finally, at the edge of the known Universe.

On the way, you will encounter the likes of seething red giants, beautiful nebulae, pulsing neutron stars and confront a daunting vision of a black hole sucking down a hapless star, all rendered in 3D.

Explore the entire Universe in 7 inter-linked scales from sub-atomic to the edge of the known universe, or take Brian's tour: two-and-a-half hours of BBC video from the Wonders TV series (requires wifi) with 50+ spectacular 3D models of planets, moons, galaxies and nebulae to discover. Over 200 interactive articles by Brian telling the story of the universe. Hundreds of beautiful images from around the cosmos. High resolution graphics; optimized for the new iPad.

Best for: Compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPod touch (3rd generation), iPod touch (4th generation), iPod touch (5th generation) and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5.



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The improved experience for 2014

Using Social Media in the Classroom

By: Jim Lukesh, State Adult Education Consultant

Editor's note: Much of the information for this article first appeared in eSchools News 8/20/13.

Students of today are adept, often more-so than we more "seasoned" citizens, in the arts of social media. Used in the classroom, those who may not otherwise engage in the class are encouraged to become involved in the material used and may also become involved online. In doing so, teachers encourage students to engage actively in the material of the class and also provide students with online communities that might not otherwise exist for them.

But how are teachers infusing social media into their everyday lessons or, more importantly, how are less media-savvy teachers engaging their students through social media?

Encourage students to share work socially. Students can be made responsible for evaluating each other's work. Social Media can play a key role in connecting students in an online community.

Social media allows students to self-organize into smaller, independent groups based on age, language or proficiency, as often happens in a classroom anyway, but the social media allows more independent group work at the time and platform

of the students' choosing.

Use a hashtag to facilitate guest speaker discussions. As many as one in five students born after 1980 use Twitter as a primary source for finding news. Students can engage



speakers and each other on a platform that prepares them to raise questions online. Students can send questions to the teacher or a speaker during class without having to interrupt said speaker. This also allows students to engage other members of their online community who may not be in the class but can contribute to discussions.

Require students to keep a blog. Encouraging students to maintain a blog not only keeps the students reading relevant articles every day, but it also requires them to become familiar with hyperlinks, image embeds and how to cite sources digi-

tally. It also gives them material to include in portfolios after graduation. Keeping a blog is a way for students to work on their skills as a writer and to explore personal interests. Many students are energized to discover that their interests can be relevant in the classroom.

Require original expert sources.

LinkedIn has proven to be an invaluable tool to reach out to sources. Free accounts on LinkedIn are mostly intended for professional networking. Features that come with a *LinkedIn Premium* subscription may make the source-gathering process easier.

Use Google Hangouts. If you're teaching remotely, or if you're teaching an online class, *Google Hangouts* can be a great way to check in with students face-to-face. This is a good way to conduct office hours for teachers or students who may have difficulty being at the site much of the time.

Create a social classroom on Edmodo. *Edmodo* helps you create a social, digital classroom. On Edmodo, you can create and post class assignments and calendars as well as photos of your students.

Edmodo's Global Read Aloud program allows students to practice their reading and public speaking skills with other students from varied locations virtually around the world.

NDE Library Materials Available For AE Staff To Check Out



The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jim. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jim at: 402/471-4806 jim.lukesh@nebraska.gov

A Fond Farewell

Interview by: Marilyn Dodge, AE Director—Western Nebraska Community College



**Dorothy Hall, AE Instructor
Western Nebraska Community College**

After 22 years as an Adult Education Instructor and Morrill County Volunteer Coordinator, Dot Hall resigned from the Western Nebraska Community College (WNCC) Adult Education Program in February of 2013. Dot was very dedicated to the WNCC Adult Education Program and will be missed.

Dot was hired In January 1991 to be the Adult Basic Education teacher, which encompassed not only GED classes but also ESL (English as a Second Language). She was extremely excited about working for WNCC and being a positive influence in the Bridgeport community.

She had moved to the Bridgeport/Broadwater community two years previously and didn't know many people, but her supervisor, Jo Haslow was a great role model and had complete confidence in her ability to induct volunteers into the program.

It was challenging, but that first year she came up with some great volunteers like Madelyn Anderson, Naomi Loxterkamp, and Margaret Skarboe.

They started out meeting on Thursday nights at the HHS building in the

council chambers. They soon outgrew that space and moved to the Catholic Church parish center, which was a great place because it had separate classrooms for them to use.

At times they had as many as 17-20 students enrolled with 10 showing up regularly. They did not have many supplies and absolutely no computers or copy machines at that time; Dot paid to have copies made at the public library.

During the years, classes have been held at a variety of places: the public library, the New Life Assembly Church hall, the old JayCee's room, and the Boys and Girls Scouts room, to name a few.

At the church they had one large room with lots of table space and Pastor Johnson, who not only let them in each Thursday but also had volunteers from the church help with instruction.

An idea struck Dot one day while she was in the Bridgeport Public library talking to Donna Nelson. What better place to hold classes than the library where she would have access to all kinds of information to help the AE students?

She approached the library board at that time and they were very pleased to have them use the library. She increased the classes to Tuesday and Thursday nights due to the need for more class time; then spent the next few years teaching in the library. Jack Berg and the city council were great in making sure Dorothy had a place to have classes—they saw a public need being met by the Adult Education program.

During those years she was also asked to start a program in Broadwater on Wednesday nights. And after Janet Prosser retired in Bayard, Dot was asked to conduct that program as well, and went to Bayard on Tuesday and Thursday nights after the Bridgeport classes. Her program

then became the Morrill County program. For approximately 5 years, she worked full time teaching during the day and Tuesday and Thursday nights from 4-9 p.m. getting home at about 10:00 p.m.

Dorothy has always taught all five subjects with math definitely being her favorite subject. "It was great to see the light come on in people's faces when they got a concept," Dot said. In the first 15 years, she also taught the ESL students and loved working with the adults in both programs because they were so willing to learn. The only other subject that trumped Math was being able to read. If you could do that, you had the other subjects in hand.

However, later, when the tests changed in 2002, it became more important to actually know your Social Studies and Science rather than just being able to read and comprehend. At that time, political cartoons took on a face as well as scientific processes and vocabulary. The students now had to keep up with the world around them and study in order to pass the new tests. With the new changes coming in 2014, they will also need to develop more computer skills.

Dot enjoyed the aspect of helping adults reach a new goal in their lives and she also liked the idea that they 'wanted' to be there. She fondly remembers one particular student who was a gentleman who said to her, "Dot, I have 2 sons that have their doctorate degrees. Do you suppose it's about time I got my high school diploma?" He was 85 at the time. He taught her as much about life in those classes as she taught him about math and writing!

Dot enjoyed all 22 years worth of students who crossed her path from the 16 year-olds to the 87 year-old. It has been her pleasure to serve the Bridgeport/Bayard/Broadwater communities and to have enriched so many lives as they have hers.